

The Study of Communication Styles of Teachers of Mountain Regions in the Context of New Preschool Education Standards

Masaeva Z.V.

Department of Pedagogy and Psychology,
Chechen State University
Grozny, Russia
masaeva-2009@mail.ru

Gadaborsheva Z.I.

Department of Pedagogy and Preschool Psychology,
Chechen State Pedagogical University
Grozny, Russia

Azhiev A.V.

Department of Pedagogy and Preschool Psychology,
Chechen State Pedagogical University
Grozny, Russia

Kasumov B.S.-A.

Department of Methods of Primary Education,
Chechen State Pedagogical University
Grozny, Russia

Kagermazova L.Ts.

Department of Psychology,
Chechen State Pedagogical University
Grozny, Russia

Kalmanova Ts.A.

Department of Pedagogy and Preschool Psychology,
Chechen State Pedagogical University
Grozny, Russia

Abstract – The readiness of teachers of mountain regions using different styles of pedagogical communication to ensure safety of educational activities in the context of new preschool education standards is a relevant issue. Various research methods were used: theoretical analysis, comparative analysis of empirical data, diagnostic methods, questionnaires, mathematical statistics. Average values of readiness to ensure safety of the educational process in the context of new preschool education standards were analyzed. The results allow for the conclusion that the democratic style of pedagogical communication is a factor in determining the readiness of teachers to ensure safety of educational activities in accordance with preschool education standards. It creates optimal conditions for readiness compared to authoritarian and liberal styles. Recommendations for optimizing pedagogical communication in pre-school educational organizations in the context of new pre-school education standards were suggested.

Key words – communication styles, preschool education, teaching standards, mountain regions

I. INTRODUCTION

In the context of new preschool education standards, teachers of mountain areas using different styles of pedagogical communication experience psychological and pedagogical difficulties which affect education and development of preschool children. Therefore, it is necessary to study the influence of a pedagogical communication style on the readiness of teachers to implement pre-school education standards to ensure a safe space.

II. PROBLEM STATEMENT

For teachers, the issue of a safe educational process in accordance with preschool education standards is relevant. It is important to review pedagogical activities, learn ways to adapt to different situations, be flexible, build effective communication and interaction, etc.

Pedagogical communication creates an integral structure of the pedagogical process. To build an effective educational process in mountainous areas, it is necessary to organize communication with children using different styles of pedagogical communication [1].

III. MATERIALS AND METHODS

The readiness of teachers using different styles of pedagogical communication to ensure safety of educational activities in the context of new preschool education standards is a research subject.

The article aims to reveal peculiarities of readiness of teachers using different styles of pedagogical communication to ensure safety of educational activities in the context of new preschool education standards.

The following methods were used: theoretical analysis, comparative analysis of empirical data, diagnostic methods, questionnaires, mathematical statistics (Spearman's rank correlation); the method "Style of pedagogical communication" (A. B. Maysky and E. G. Kovalev), the questionnaire "The readiness of teachers to implement the FSES PE".

The study was conducted in preschool educational organizations. 246 teachers aged 23–54 took part in the surveys.

IV. DISCUSSION

The study was conducted to identify the readiness of teachers using different styles of pedagogical communication to ensure safety of educational activities in the context of new preschool education standards. To determine styles of pedagogical communication, teachers of preschool educational organizations took part in surveys “Styles of pedagogical communication” (A.B. Maysky and E.G. Kovaleva) [2].

The data obtained using the method “Styles of pedagogical communication” (A.B. Maisky and E.G. Kovalev) made it possible to assess severity of the authoritarian, democratic, and liberal (permissive) communication styles.

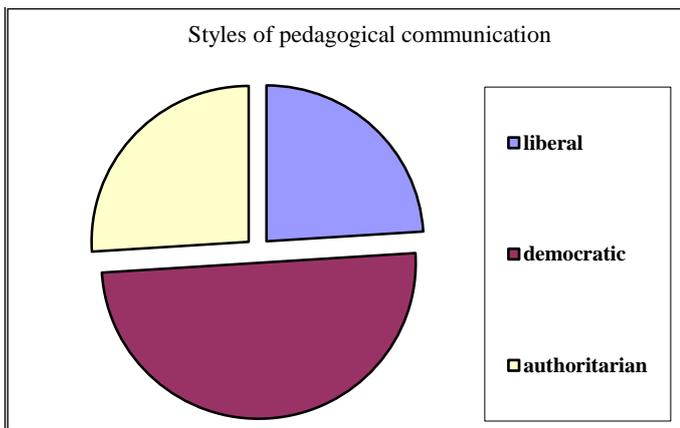


Fig. 1. Styles of pedagogical communication, %

Based on the results obtained using the “Styles of pedagogical communication” method (A.B. Maysky and E.G. Kovalev), it was identified that 124 teachers (50 %) use a democratic style of teaching communication, 65 teachers (26 %) – an authoritarian style, and 59 teachers (24 %) – a liberal style.

The data on the styles of pedagogical communication are presented in Table 1.

TABLE I. STYLES OF PEDAGOGICAL COMMUNICATION, %

Quantitative and percentage value	Styles of pedagogical communication		
	Democratic	Liberal	Authoritarian (permissive)
Amount of mountain teachers	124	59	65
Ratio (%)	50	24	26

Based on the results obtained, the following indicators were determined:

- 59 teachers (24 %) use a liberal (permissive) communication style. These teachers are characterized by irresponsibility, uncertainty when making decisions. Assessment of children depends on their mood which decreases the importance of a teacher for children.

They are sociable, fair, initiative, independent, show an affectionate attitude towards children trying not to provoke conflict situations, create friendly relation, which contributes to safety in the educational space [3].

- 65 teachers (26 %) use an authoritarian style of communication. Key features of this style are rigor, discipline, punishment, harsh statements, restrictions. This style creates a dysfunctional environment for the development of children, as it causes conflict situations in the educational process, hostility towards children which impedes safety in the educational space. They underestimate positive traits of children (diligence, independence, responsibility) which causes anxiety, emotional stress, self-doubt. It is an obstacle in ensuring safety of the educational space.

The democratic style was revealed in 124 teachers (50 %). It is one of the best styles teachers use positive pedagogical technologies and do not punish children. They show an active, respectful attitude towards children, strive for positive emotional relations. They focus on achievements, adequately respond and recognize errors and feel the need for mutual relations with children. The democratic style of communication creates friendly relations between participants in the educational process (teacher – pupil), generating positive and cheerful emotions and confidence in children, comprehending the importance of cooperation in educational activities to ensure safety of the educational space. Democratic tendencies of teachers provide a favorable psychological and emotional climate in the team and effective conditions for the development of positive educational relationships [4].

At the second stage, the level of readiness of teachers to ensure safety of educational activities in the context of new preschool education standards was revealed using the questionnaire “Teachers' readiness to implement the FSSES”. The data are presented in Figure 2.

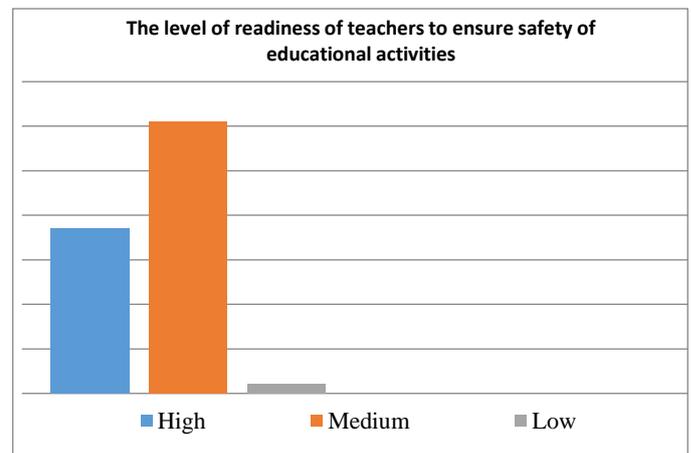


Fig. 2. The level of readiness of teachers to ensure safety of educational activities in the context of implementation of preschool education standards, %

A high level of readiness was revealed in 17 teachers which is 37 % of the total number of respondents. This category of teachers has knowledge to ensure safety of

educational activities in accordance with preschool education standards, as well as knowledge of individual and age characteristics of preschool children. Teachers with a high level of readiness to accept values of pre-school education have a friendly attitude to children and the educational process. They are able to choose effective ways in order to implement pre-school education standards, innovative educational technologies. They focus on cooperation and communicative interaction with participants in the educational process [5].

The medium level of readiness was observed in 61 % of teachers (28 respondents) who have insufficient knowledge of safety of educational activities (forms, technologies, methods). Teachers do not have the psychological readiness to implement the preschool education standard, as they are not sufficiently confident in their skills and abilities to ensure safety of educational activities, although they are ready to master new pedagogical technologies to provide conditions for the organization of preschool education.

3% of teachers have a low level of readiness, i.e. one teacher is not ready to implement the standard of pre-school education at the labor and psychological levels. Barriers to the implementation of the preschool education standard for identified in this teacher. He does not share values of preschool education. There is no readiness to ensure conditions for the implementation of the preschool education standard. There is no need for the development of forms, technologies and methods of working with preschoolers, flexibility of thinking, personality-oriented and differentiated approaches [6].

The analysis showed that teachers are ready to implement the pre-school education standard. The average level of readiness to ensure safety of educational activities was revealed. This level is characterized by the need to use the preschool education standard while ensuring safety of educational activities in preschool organizations. An analysis of survey data showed that they lack knowledge and skills to carry out educational activities in accordance with the requirements of the preschool education standard [7].

The readiness of teachers to implement the pre-school education standard consists of the following types: informational, psychological and labor ones. Average values of informational, psychological and labor types of readiness to ensure safety of educational activities in the context of the new standard of preschool education are presented in Table 2.

TABLE II. AVERAGE VALUES OF INFORMATIONAL, PSYCHOLOGICAL AND LABOR TYPES OF READINESS S TO ENSURE SAFETY OF EDUCATIONAL ACTIVITIES IN ACCORDANCE WITH PRESCHOOL EDUCATION STANDARDS

Readiness of teachers	Average value
Information	13.95
Psychological	15.86
Labor	16.5
Readiness of teachers to work	47.32

To identify the readiness to ensure safety of educational activities in accordance with the standard of preschool education, teachers were divided into three groups depending on the style of pedagogical communication used. The first

group includes teachers using a liberal style (59 people), the second group – using a democratic style (124 people) and the third group – using an authoritarian style (65 people).

To assess the relationship between indicators of the style of pedagogical communication and indicators of readiness of teachers to ensure safety of educational activities in accordance with the standard of preschool education, the Spearman’s linear correlation coefficient was used. The data are presented in Table 3.

TABLE III. RELATIONSHIP BETWEEN INDICATORS OF PEDAGOGICAL COMMUNICATION STYLES AND READINESS OF TEACHERS TO ENSURE SAFETY OF EDUCATIONAL ACTIVITIES IN ACCORDANCE WITH THE PRESCHOOL EDUCATION STANDARD (SPEARMAN’S CORRELATION COEFFICIENT)

Styles of pedagogical communication and readiness of teachers	Variables	
	r_s	P
style and teachers’ readiness	-0.106	0.7
Liberal style and teachers’ readiness	-0.198	0.74
Democratic style and teachers’ readiness	0,327	0,43

The results showed that statistically significant relationships of indicators of the liberal style and indicators of the readiness of teachers to ensure safety of educational activities in accordance with the standard of preschool education were not identified, but the survey results cause the negative relationship of these indicators [8].

The higher the indicator of the liberal style of pedagogical communication, the less the readiness of teachers to ensure safety of educational activities in the context of the new standard of preschool education.

In addition, the statistically reliable relationships between indicators of the democratic style and indicators of the readiness of teachers to ensure safety of educational activities in accordance with the standard of preschool education were not identified, but a positive correlation was determined.

The higher the indicators of the democratic style, the higher the readiness of teachers to ensure safety of educational activities in accordance with the standard of pre-school education.

A significant correlation between qualitative indicators of the authoritarian style and indicators of the readiness of teachers to ensure safety of educational activities in accordance with the standard of preschool education was identified [9].

The higher the indicator of the authoritarian style, the less the readiness of teachers to ensure safety of educational activities in accordance with the standard of preschool education.

Thus, the level of manifestation of the democratic style contributes to the development of the readiness of teachers to ensure safety of educational activities in accordance with the standard of preschool education.

In order to identify peculiarities of the readiness of teachers to ensure safety of educational activities in accordance with the standard of preschool education, the level of formation of some components of readiness in groups using different styles of pedagogical communication were studied.

The first group includes teachers using a liberal style of pedagogical communication, the second group includes teachers using a democratic style of pedagogical communication, and the third group includes teachers with an authoritarian style of pedagogical communication. The results are presented in Table 4.

TABLE IV. AVERAGE VALUES OF INDICATORS OF TEACHERS' READINESS TO ENSURE SAFETY OF EDUCATIONAL ACTIVITIES IN ACCORDANCE WITH THE PRESCHOOL EDUCATION STANDARD

	First group	Second group	Third group	Average value
Informational readiness	11,273	15,913	12,25	13,145
Psychological readiness	14,909	17,565	13,25	15,241
Labor readiness	15,273	17,652	15,333	16,086
Overall readiness	41,455	51,13	40,833	44,472
Readiness Indicator	Medium	High	Medium	Medium

The results of the study showed that in the first and third groups, psychological, informational and labor types of readiness are below the medium level which indicates a low level of readiness of teachers to carry out educational activities in accordance with the standard of preschool education. The second group of respondents had higher indicators (informational, psychological and labor readiness) a higher level of readiness to implement the standard of pre-school education in pre-school educational organizations compared to the respondents of the first and third groups.

The analysis of average values of indicators of readiness to ensure safety of the educational process in allowed us to draw conclusions about the differences identified [10].

Teachers using a democratic style had low indicators of information readiness and high indicators of labor and psychological types of readiness to implement the standard of preschool education.

The high level of readiness of teachers using a democratic style contributes to positive attitudes, initiative, respect and trust, cooperation and partnership relations with children.

Teachers using liberal and authoritarian styles have informational, psychological and labor indicators of readiness which are below the average ones. The first group has a higher level of psychological readiness than the third one, and a medium level of labor readiness.

The medium level of readiness to ensure safety of educational activities by teachers using a liberal (permissive) style of pedagogical communication suggests that this style develops alienation in children becoming outside observers in the educational process, causes a lack of discipline, control, creates a distant relation between the teacher and the child, reduces initiative and independence [11].

The results allow for the conclusion that the democratic style is a factor determining the readiness of teachers to ensure safety of educational activities in accordance with the standard of preschool education. It creates optimal conditions for the readiness of teachers compared to the authoritarian and liberal permissive styles of pedagogical communication.

V. CONCLUSION

Taking into account the results of the study, it is possible to suggest methodological recommendations for optimizing the style of pedagogical communication in preschool educational organizations in the context of new preschool education standards [12].

It is necessary to increase the informational readiness of teachers and their professional level and satisfaction with their work.

To increase the information readiness of teachers, it is necessary to carry out information and explanatory work.

To increase the psychological readiness of teachers, it is necessary to develop a plan. To create a favorable psychological climate, it is necessary to conduct joint activities, create a friendly attitude towards colleagues and work, relieve emotional tension, form a positive attitude towards the psychologist, etc.

In order to form the labor readiness, it is necessary to improve the professional competence of teachers of preschool educational organizations.

References

- [1] T.V. Volosovets, "On the first results of implementation of the federal state educational standard for pre-school education", Materials of the conference "Language and actual problems of education", Moscow: MGOU, 2017, pp. 20–23.
- [2] I.A. Bortnovskaya, "Problems of professional training of preschool education specialists in the framework of implementation of modern standards", Scientific Review: humanitarian studies, vol. 18–19, pp. 9–13, 2017.
- [3] D.R. Tugusheva, O.S. Shavrygina, "Preparation of future teachers for professional and pedagogical communication", Materials of the conference "Youth science in the 21st century: traditions, innovations, development vectors", in 3 parts. Samara–Orenburg: LLC Aeterna, pp. 273–275, 2017.
- [4] V.A. Ovsyannikov, "Pedagogical communication as a psychological and pedagogical problem", Collection of scientific works "Culture, art, education in the information space of the third millennium: problems and prospects". Moscow: "Buki Vedi", pp. 354–358, 2016.
- [5] G.V. Kozak, M.V. Aleksandrova, "Innovative activities of pre-school educational organization in the context of the federal state standard of pre-school education", Materials of the conference "Russia in a Multi-Vector World: National Security, Challenges and Responses: in 2 parts. Yoshkar-Ola: PSTU, pp. 289–291, 2017.
- [6] E.A. Kasaeva, "The role of preschool education in child development in the context of the federal state educational standard", Theory and practice of modern science, vol. 11, no. 29, pp. 197–202, 2017.
- [7] N.E. Veraksa, "Child development: two paradigms", Cultural-historical psychology, vol. 14, no. 2, pp. 102–108, 2018.
- [8] G.V. Kozak, M.V. Aleksandrova, "Innovative activities of pre-school educational organization in the context of the federal state standard of pre-school education", Materials of the conference "Russia in a Multi-Vector World: National Security, Challenges and Responses: in 2 parts. Yoshkar-Ola: PSTU, pp. 289–291, 2017.
- [9] L.T. Kagermazova, I.V. Abakumova, V.F. Boguslavskaya, "Value-semantic attitudes as a factor in the formation of antiterrorist consciousness in the multicultural environment of the university", Russian Psychological Journal, vol. 10, no. 5, pp. 39–55, 2013.
- [10] V.V. Sopelnyak, "Problems of implementation of the federal state educational standard in preschool education", Collection of conference materials "Pedagogy of the XXI century: standards and practices", in 2 parts. Lipetsk: LSPU, pp. 160–164, 2016.

- [11] M.S. Nishanov, "Pedagogical communication in the structure of pedagogical activity", *NovaInfo.Ru*, vol. 3, no. 46, pp. 315–318, 2016.
- [12] Yu.S. Smirnova, "Pre-school education in the context of federal state educational standards", *Collection of conference materials "Science and society in modern conditions"*. Ufa: ICPT, pp. 55–59, 2014.